

## Ready Readers Grade 1 Library, Set 2

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Edition - 1st

Grade Level	P2 - 1st Grade
Readability Level	DRA Levels: 6-16 GR Levels: D-I
Course / Content	Reading
List Price:	1657.44
Wholesale Price	0

***The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.***

Content	<p>The feature fiction and nonfiction titles from the Ready Readers program. Books and Teaching plans from the original Ready Readers program are organized into convenient Grade Level Libraries and can be easily organized by DRA and/or Guided Reading Levels.</p> <p>Ready Readers features the scientifically based principles of reading instruction that includes phonemic awareness; systematic, explicit, intensive phonics; fluency; vocabulary development; and comprehension strategies. The program focuses attention on these five essential skills by:</p> <ul style="list-style-type: none"><li>" Providing an abundant supply (355 Little Books and 86 Big Books) of expertly leveled, accessible books designed to help beginning readers experience success and gain confidence as readers.</li><li>" Exposing beginning readers to a variety of delightfully engaging books that are fun to read, as these books reflect young children's interests and experiences.</li><li>" Building a body of word study skills that beginning readers need to access text and become independent readers.</li><li>" Offering opportunities for focused practice in reading and writing high frequency words and applying phonics skills.</li><li>" Providing an abundance of opportunities for reading, writing, listening, and speaking experiences.</li><li>" Offering an opportunity for beginning readers to share their reading and writing at home.</li></ul> <p>Ready Readers meets the needs of all students. The program has been designed to meet the needs of all students, including at-risk students. In addition, Ready Readers provides a variety of instructional options that teachers can use with ESL students and those having different learning abilities and styles.. The program provides a Teaching Plan for each book, and within each Plan is a section devoted to working with such children-"Children Acquiring Language/ESL."</p>
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Student Experiences	<p>The Ready Readers Grade Level Libraries provide students with a variety of titles that appeal to every reader. Students are drawn to the high-interest topics, bright colors, and charming text. Titles within each collection have been chosen to match the reading abilities of students within each grade level: from 8-page books featuring strong picture/text matches, familiar objects, short phrases and one-word substitutions for emerging readers, to longer books with increasing sentence complexity, less picture text matching and more variations in language patterns for advancing readers.</p>
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The program additionally supports students by:

- " Building their confidence through abundant reading aloud, shared reading, guided reading and independent reading.
- " Developing their fluency with appropriately leveled books for kindergarten, first, and second grades.
- " Engaging interests with exciting nonfiction and fiction titles from a variety of genres.
- " Directing instruction with easy to use teaching plans for reading the story and teaching phonemic awareness, phonics skills, high-frequency words, and writing.

Assessment	<p>Teachers using the Ready Reads Grade Level Libraries can use the assessment tools from the original Ready Readers program as a guide for assessing student's skills. The assessment tools from the original Ready Readers program are detailed below:</p> <p><b>14 Benchmark Books</b> Two for each stage (0-5)-one for placement, one for evaluation. These colorful books are written so teachers can assess students' mastery of benchmark skills taught at each stage.</p> <p><b>Assessment Packs</b> For each stage of Ready Readers there is an Assessment Pack. Each pack contains a variety of tools to help you evaluate your students. These are:</p> <p><b>Stage ABC:</b></p> <ul style="list-style-type: none"> <li>" Assessment Guide (includes complete directions for using observation, miscue analysis, and portfolios in evaluating students)</li> <li>" Poster with Stickers</li> </ul> <p><b>Stages 0-5:</b></p> <ul style="list-style-type: none"> <li>" Assessment Guide (includes complete directions for using observation, miscue analysis, and portfolios in evaluating students)</li> <li>" Placement Book</li> <li>" Evaluation Book</li> <li>" Poster with Stickers</li> </ul> <p><b>Observation</b> Observing children provides teachers with a wealth of information, and recording that information helps teachers assess students' strengths and needs. Ready Readers suggests different ways in which to record that information. Anecdotal records are short, written snapshots of behaviors that teachers observe. Some teachers record these in a notebook, with a separate page devoted to each child. Others use index cards. The Ready Readers Program Overview (page 37) provides details on how to go about observing students and recording meaningful information. Checklists. In addition to, or instead of the anecdotal record, teachers may want to use checklists to record student behaviors. The Ready Readers Program Overview provides a Reading Checklist, a Writing Checklist, and an Oral Checklist. Each identifies a number of significant student behaviors, with space for teachers to note each student's level in each behavior. (See the Ready Readers Program Overview (pages 38-40.)</p> <p><b>Miscue Analysis</b> One of the most effective methods of evaluating how a child performs as a reader is to observe the child reading and to record and analyze reading behavior. A running record is one way to record a child's deviations from text, or miscues, as the child reads aloud. Many teachers find this method of evaluation useful to create a curriculum centered on specific student needs identified by the miscue analysis.</p> <p>Typescripts of Miscue Analysis forms for Ready Readers Little Books and Benchmark Books are included in the Ready Readers Assessment Classroom Pack for each stage.</p> <p><b>Portfolio Assessment</b> Teachers may want to add to students' portfolios with student work generated through:</p>
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- " Reader Response Activities
- " Reading and Writing Activities
- " Across the Curriculum Activities

**Organization** Build confidence, reading enjoyment and success with four engaging libraries including one Nonfiction Favorites collection. Stories are longer and the emphasis is on students reading the text, not memorizing it.

**Resource Materials** Each little book in the Ready Readers Grade Level Libraries has its own six-page Teaching Plan. Each plan helps teachers:

- " Use strategies in Reading the Story such as reading aloud, shared reading, guided reading, independent reading, or responding to

Gratis Items to be provided and under what conditions

Available Ancillary Materials

#### **Research Data and Evidence of Effectiveness**

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

Research Available

#### **Description of the Study**

Participants in the study were 75 first-graders (100% African American; 50% on reduced/free lunch program) belonging to four first-grade classrooms of a K-5 charter school in inner-city Detroit.

The school used a prominent literature anthology program. There were Little Books available as part of this literature anthology program as well as several other Little Book programs in each of the classrooms and reading resource room. Observations during the semester and year prior to the study indicated that little use was made of Little Books.

The four first-grade classrooms in the school were grouped into two intervention and two comparison classrooms. Teacher experience was the primary criterion for this assignment, with the classes of a first-year teacher and a teacher with three or more years of teaching experience placed in each condition. Pre-test scores of students in each condition were analyzed to determine that the two groups had approximately similar levels of reading proficiency at the initiation of the intervention.

Children in the intervention classrooms were provided with Little Books matched to their reading levels over a 15-week period. Children in the comparison classrooms continued to read texts from the anthology of the literature-based reading program. The Ready Readers books were chosen and reordered based on criteria identified in current scientific literature, such as linguistic content (e.g., high-frequency words, phonetically regular words) and cognitive load, such as the number of new unique words per text).

Students were assigned Little Books in the intervention classrooms according to their achievement level on an initial assessment. The intervention centered on the change from the district's adopted textbooks to the curriculum-based Little Books. Intervention teachers were asked to commit to providing their students from three to five Little Books consistently for the study period. Each teacher used the Little Books in 25 to 30 minute time blocks. In the comparison classrooms, children read approximately one text from the anthology per week in lessons that averaged an hour per day.

Narrative texts and word lists from the Qualitative Reading Inventory (QRI) (Leslie & Caldwell, 2001) were used as the pre- and post-test assessments.

## Results

Pre-test scores were used to assign students in each condition to four reading levels: very low, low, average, and high. The data on cognitive load indicate that all intervention groups except for the very low group read more words per week than children in the comparison group. These words were distributed over a greater number of texts in the intervention condition than in the anthology condition. On average, intervention group children read between 15 to 20 Little Books per five-week period, while students in the anthology condition read four texts during this time.

The main effect for treatment was significant for both word reading and text reading. Students in the Little Book condition had higher means on both the word list and text measures than students in the anthology condition during the post-test assessments. The intervention group improved by 2.8 text levels as a result of the intervention, while the comparison group's improvement was 1.8 text levels during the same period of time. At the end of the study, intervention students were reading, on average, texts of level 6 (second-grade), while comparison students were reading texts of level 5 (first-grade).

For another portion of the analysis, students were placed into three groups based on their text reading: below-first grade (performances below primer), first-grade (primer and first-grade texts), and above-first grade (second-grade and above). The trajectory of progress was much steeper for all levels of intervention group readers on both the word lists and the text-reading tasks. The intervention group low readers were reading at similar levels to the comparison group average readers on both tasks by the time of the post-test. On the text reading task, the average readers in the intervention group had mean scores that were very close to the mean scores of high readers of the comparison group. Each level of intervention readers was performing more similarly to the higher level of the comparison group readers, than to the group that they had started out with.

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## Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: Ready Readers can be recommended as a guided reading/phonics integrated supplemental program.

## Summary Form

- |      |   |                    |
|------|---|--------------------|
| I.   | Technology Component Summary<br>tapes are available for purchase  |                    |
| II.  | Reading Content Summary<br>books include variety of content areas, types of writing, and are appropriately leveled for grades K-2, based on Fountas/Pinnell guided reading levels and correlate with phonics skills | 1.9000000000000001 |
| III. | Writing Content Summary   |                    |
| IV.  | Grammar and Spelling Content Summary<br>spelling content could be pulled from books based on the phonics skills being taught.<br>grammar is not directly addressed  | 2.00               |

V.	Listening /Speaking / Observing Content Summary	
VI.	Inquiry Content Summary	
VII.	Technology Content Summary	
VIII.	Audience: Teacher Materials Content Summary TG is easy to use and organized for flexible use of materials. One TG for each set of guided reading books.	2.00
IX.	Audience: Student Materials Content Summary books are colorful, contain diverse pictures and topics	2.00
X.	Format Content Summary easy to use and teacher friendly	2.00
XI.	Ancillary Materials Content Summary	2.00

## READING CONTENT

strategies and skills focus on building foundation. Begins at level A, and focuses on basic sight words, letter sounds, builds up to 2nd grade. Books focus on phonics skills  
Teacher guides provide reader response suggestions, even at level A. Students are encouraged to respond orally during small group discussions.  
each book focuses on phonics skill. Beginning readers also have lessons for PA, rhyming, segmenting words, listening for sounds.  
evidenced above, phonics follow a sequential order, however, can be used in any order as children need the skills. Each book has a word study component that incorporates vocabulary words, along with letter sound support.  
all suggestions in TG provide for opportunities for comprehension building  
students have chance to read together, practice oral reading and shared reading  
guided reading sets of books are appropriate for flexible grouping of students. Books can be used in any order, directly corresponding to student needs  
assessment checks available for each individual book. Informal assessments for students' specific skills.  
variety of books are included at each level, beginning at K (GR level A) moving through 2nd grade.

## WRITING CONTENT

### GRAMMAR AND SPELLING

word study provides word lists for the phonics sound /skill taught in each book.  
books can be used for flexible guided reading to assist with reading instruction and phonics instruction combined.  
students are given word cards, for sorting words, sounds, and phonics skills. Words and letter sounds are incorporated and included in text for context clues.

## LISTENING / SPEAKING / OBSERVING

### INQUIRY

### TECHNOLOGY CONTENT

#### AUDIENCE: TEACHER MATERIALS

books are designed for phonics skill instruction in the context of a guided reading lesson.  
many of these books incorporate social studies, science, arts/humanities content into their guided reading lesson.  
TG includes support for ELL and at-risk readers.  
as books progress in difficulty, questions become more thoughtful and ask students to respond to books

#### AUDIENCE: STUDENT MATERIALS

books include variety of genres  
books include topics of interest for 5-7 yr olds. connect to real life and variety of cultures.  
opportunities for responding orally, as well as written

## **FORMAT**

each book has vocab words at end of lesson, word cards and picture matching  
pictures in books reflect wide variety of diversity  
guided reading sets of books

## **ANCILLARY MATERIALS**

shows student text in TG. Includes references to other books, independent readers, and resource materials  
lesson suggestions for ELL and at risk learners  
many books contain topics in which students need integration and facilitate the integration of other content areas.